



*School Libraries in Greensboro, N. C.,  
serve as Resource Centers.*

May 1955

•

# SCHOOL LIBRARIES

*The Official Publication  
of the American Asso-  
ciation of School Libra-  
rians, A Division of the  
American Library Asso-  
ciation.*

Volume 4

Number 4

## Queries from a Librarian

As a librarian believing that reading helps to make happy, intelligent members of society, and that part of my function in a school is to give boys and girls personal contact, through books, with the wisdom and vision of the great men of letters, I must constantly ask myself—and all of us—the following questions:

- . . . Are we impatient with the "slow" reader?
- . . . Are we careful never to condemn a student's honest enthusiasm for a book?
- . . . Do we try too soon to force adult standards on youth?
- . . . Are we patient but firm in encouraging readers to stretch beyond the limits they think possible?
- . . . Do we strive constantly to know both books and children, so that we can supply the appropriate reading at the moment of need?
- . . . Do the books we recommend provide challenging thoughts, new visions, and deep understandings of life?
- . . . Do we try to develop critical thinking, discrimination, and taste as standards for mature readers?
- . . . Do we demonstrate by our own enthusiasm for books that reading is a rewarding and pleasurable experience?
- . . . Do we provide time enough in the busy schedules of today's youth for the wide reading we endorse?

By Marion Hoch, Librarian  
Manhasset High School

COVER: Elementary school children use the card catalog to locate book and non-book materials to meet personal and classroom interests. The card catalog in each school in the Greensboro, N. C., city system carries entries for enrichment materials for the local unit and supplementary collections existing in central offices. Cataloging is done in a central department.

# SCHOOL LIBRARIES

*The Official Publication of the American Association of  
School Librarians*

A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

---

Volume 4

May, 1955

Number 4

---

## Contents

From Your Executive Secretary.....	2
Working in Korea with the American Education Team, by <i>Nora E. Beust</i> .....	3
School Librarians Participate In Regional Conferences of of American Association of School Administrators.....	5
St. Louis meeting report submitted by <i>Gertrude D. May</i> Denver meeting report submitted by <i>Mary Lee Keath</i> Cleveland meeting report submitted by <i>Helen B. Lewis</i>	
Why The Inter-Divisional Committee, by <i>Mrs. Effie Norris LaPlante</i> ....	7
School Library Training Looks Ahead: A New Program at San Jose State College.....	9
Queens College Library Education Program.....	18
Clint Pace to Address AASL In Philadelphia.....	10
ACRL Arranges Steamer Excursion.....	10
AASL Program, Philadelphia, July 3-9, 1955.....	11
AASL Hospitality Center to Welcome School Librarians.....	12
Report of Committee on Book Selection in Defense of Liberty in Schools of a Democracy.....	13
Summary of the Joint Meeting of ASCD and AASL, March 6, 1955.....	15
News Notes and Announcements.....	18
Summer Conferences .....	19

---

*School Libraries* is published four times a year, during the months of January, March, May, and October, by the American Association of School Librarians. Entered as second-class matter at the post office at Chicago, Illinois. Additional entry at Birmingham, Alabama.

The payment of annual membership dues entitles a member of American Association of School Librarians to receive the four issues of *School Libraries* during the year for which dues are paid, beginning with the October issue and ending with the May issue. Of each membership fee, \$.75 is for *School Libraries*.

Publication office, 50 East Huron Street, Chicago 11, Illinois.



## FROM YOUR *Executive Secretary*

February and March have found your Executive Secretary on the wing. Plans for participation in Educational

meetings in Chicago, and travel plans outlined in this column in the March SCHOOL LIBRARIES have become realities, and Mrs. Oxley, our new and efficient Secretary, has been busy reminding me where I should be, and when. On February 26th, at the meeting of the American Association of Colleges for Teacher Education, held at the Conrad Hilton, Chicago, I was one of a group of special area representatives, who discussed two teacher education programs — Queens

College and Wayne University. These two programs were presented by Harry N. Rivlin, of Queens, and Chester McCormick, of Wayne, and their presentations were followed by very stimulating discussions. One topic which received attention was the training of teachers in the school library as a methodology.

Then on March 6th, at the ASCD

meeting, I was chairman of the panel on the school library, which was arranged by Mrs. Dilla MacBean, and

this too was a lively meeting. The Recruitment Luncheon of the School Librarians of Chicagoland was attended by almost two hundred high school boys and girls, and they were a great pleasure to speak to on the subject of *School Librarianship as a Career*. Great credit should be given to the school librarians who arranged a very gala luncheon.

On March 4th, I went down to Bloomington, Indiana, to the beautiful campus of Indiana University, to speak to Miss Margaret

Rufsvold's seminar on the subject of ALA and AASL. Miss Rufsvold, Miss O'Melia, Miss Baker, and the other members of the faculty of the Division of Library Science gave me a most happy few days, and I was impressed by the sound program in Library Service offered on this campus, and by the general excellence of the whole University.

### We Are Growing

Did You Know That . . .

- AASL numbered 3,882 members for 1954, with over 500 new members?
- 56 members are in foreign countries?
- AASL is the third largest Division in ALA?
- There are at least 15,000 school librarians in the U. S.?
- Membership goal for '55 is 5,000?
- Increased membership means larger budget for Divisions?
- Larger budget means provision for needed and broader services from Headquarters?
- One new member for every three members will top the goal?

AASL exists only because of the interest and support which comes from each member. To move ahead we need broader participation. Our member for member campaign is urgent. Are you doing your part?

SARA JAFFARIAN,  
National Chairman  
Membership Committee

Columbia, South Carolina, was my next visit, and on March 16th, I flew down there. I arrived on a warm and sunny day, dressed in a heavy wool suit, and winter coat, and there was our Miss Day waiting for me in a cool spring dress! The azaleas and jessamine and other lovely spring flowers were in bloom, and how very pleasant it was to be there. (Jessamine is the South Carolina state flower and I learned that for the first time while I was there. It is yellow and grows wild and is truly lovely.) Miss Day took me to visit schools, and Miss Burge invited me to speak to her library school students at the University of South Carolina, and I spoke at the luncheon of the School Library Section of the South Carolina Education Association. And I met so many interesting librarians and teachers while there, and had a truly delightful time. On Saturday Miss Sara Jaffarian, Miss Norris McClellan, Miss Madeline Mosimann and I drove to Charleston to see that charming old city, and then Sara Jaffarian, Norris McClellan and I drove up to Greensboro, North

Carolina. Here I visited schools with Miss Jaffarian, talked with Mr. B. L. Smith, Superintendent of Schools, Greensboro, about the place of the school library in education, and was entertained at a lovely tea arranged by the Parent Teachers Association of the Sternberger Elementary School. Back to Chicago to a blizzard! But Miss Day, Miss Jaffarian and all the other fine people I met had given me some very heart warming memories, and some real professional experiences.

Our office has been busy answering many letters requesting professional advice, and we have had an overwhelming demand for the reprint of the February *ALA Bulletin*. Next year we will need to print more copies, perhaps ten thousand. We have been working with Miss Nassau and Dr. Batchelor, our Philadelphia Conference co-chairmen, on plans for the Conference, and we hope you will all reserve the week of July 4th for Philadelphia. We think we will have a fine meeting, and we hope so much to see you there!

---

## WORKING IN KOREA WITH THE AMERICAN EDUCATION TEAM<sup>1</sup>

By NORA E. BEUST

The Far East fascinated me the moment we left the plane in Tokyo. The mass of teeming humanity, the calligraphy on the neon signs, the sidewalk shops, the modes of transporting goods along the streets and highways, and the strange smells. And later, when we arrived in Seoul, the first impressions were of barbed wire entanglements, bombed-out buildings, make-shift shops and again the people with their burdens—men with A-frames and women with babies on their backs and bundles on their heads. The bright colors of the women's native dress and the elderly gentlemen with their bird-cage hats, long white coats, full pantaloons and the ever-present long papa-san pipe

were a pleasant relief to an otherwise drab scene. There was a beautiful blue sky and the mountains surrounding Seoul were sharply outlined against the horizon. Even the few scattered trees on top of the range formed a fringe-like silhouette. I must confess that I kept my eyes rather steadily fixed on the blue sky and mountain tops on the first ride through this capital city.

The next time we drove to the KCAC (Korean Civil Assistance Command) a department of the army,

1. Miss Nora Beust, the author of this article, is in Korea as a member of the American Education Team, a project of the United Nations Korean Reconstruction Agency, organized by the Unitarian Service Committee, Inc., Boston, Mass., with additional financial support from the American Korean Foundation.



BOOK WEEK, SEOUL, KOREA, 1954

compound for our mess I saw a little flower shop and then I spotted a bookshop and another bookshop and still more book-shops. These book-shops are usually crowded with readers who stand around browsing among the books. The front of the shop is often wide open and the other three walls lined from top to bottom with bookshelves filled with paper-bound volumes. Yes, these shops really serve as reading rooms for many. The estimated number of book shops in Seoul with a population of approximately 1,400,000 is 300, including second-hand bookshops. Bookshops are not common in rural areas but they are found in such cities as Taegu, Pusan, Kwangju, Taejon and Chonju. Approximately 1,200 bookshops are to be found in South Korea. Newspapers are posted on woden bulletin boards along the side-walks in strategic spots such as near the assembly Building and near the Ministry of Education. Men stand and read them though the cost is only 20 Hwan, which is approximately 4 cents.

I must tell you that the favorite book for children, translated from English, is *The Sorrow of Negroes* or *Uncle Tom's Cabin*. Only a very small number of American children's books have been translated into Korean. There is only a limited selection from which to choose in the bookshops.

School libraries are practically nonexistent, though in the high school

attached to the Seoul National University there is a book-case full of a varied assortment of books in the principal's office.

You will be interested to know that I had a conference with the presidents of the fourteen leading publishers of Korea. We talked of many things. One thing that surprised me was that they had planned for a school library law before the war broke out in June 1950 and now they are beginning to make plans again.

There is a regulation at present that limits textbooks in the elementary school to the set produced by the editors in the Ministry of Education and approved of by a committee. They are also printed under the auspices of the Ministry. I have been told that this practice is employed to keep communist propaganda out of the schools. Any supplementary books used must be approved of by the Ministry of Education. I understand that approval may be given an author for his book or the principal of the school may get a book approved.

Secondary schools have more than one book or set of books in each subject field. These are written by authors outside of the Ministry of Education but approved of by a committee and by the Ministry and printed by commercial publishers. Each pupil buys his own paper-covered textbook through the school.

I'll have to tell you about an incident that occurred during a conference on reading. The conversation

(Turn to Page 14)

BOOK WEEK, SEOUL, KOREA, 1954



## SCHOOL LIBRARIANS PARTICIPATE IN REGIONAL CONFERENCES OF AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

### ST. LOUIS

The American Library Association's booth at the regular meeting of the American Association of School Administrators which was held in St. Louis February 26—March 2, 1955 attracted many visitors and the interest in school libraries was most gratifying.

Representing the American Association of School Librarians were the Supervisor and High School Librarians of St. Louis and the Supervisor of School Libraries of Alton, Illinois. Each one was scheduled to serve at the booth so that a school librarian would be present at all times to answer any questions concerning school libraries and to assist Mr. Steinmetz in any way possible. All reported that many questions were answered and that there was a demand for the reprint of the ALA Bulletin on "Effective School Libraries" as well as interest in obtaining the basic lists for school library collections and the pamphlet on "Planning School Libraries."

A clinic on "School Libraries" was held on Wednesday morning. Unfortunately this was the last day for the conference and, although "Clinics" were held in all departments on this day, many of the delegates and visitors had begun to take their departure. However, there were about twenty-five in the group which gathered together for the clinic on "School Libraries". The group was made up of superintendents, librarians, teachers and publishers' representatives.

At these so-called clinics members of a panel answer questions from the floor. There are no prepared speeches or discussions by the panel—its object being "problem-solving."

Mr. Philip H. Falk, Superintendent of the Public Schools of Madison, Wisconsin was official chairman and

made the arrangements to secure the members for the panel. Unfortunately he was called home because of illness.

Mr. John P. Mann, Superintendent of Schools, Appleton, Wisconsin carried on as chairman of the panel.

Questions relating to *trained personnel, general practices for elementary schools, cost of libraries in schools, integration of library services with classroom instruction* were asked and in a most informal and enlightening manner the panel members offered advice and suggestions from their varied experiences.

Members of the panel were:

George L. Blackwell, Superintendent of Schools, St. Joseph, Mo.

Mary T. Daniels, Librarian, Marion High School, Marion, Indiana.

Mrs. Mrytle M. Hoverson, Supervisor, Audio-Visual Aids, Proctor High School, Proctor, Minn.

Mrs. Dilla W. MacBean, Director, Division of Libraries, Public Schools, Chicago, Ill.

John P. Mann, Superintendent of Schools, Appleton, Wisconsin.

Mildred Nickel, Director of School Libraries, State Dept. of Education, Springfield, Ill.

### DENVER

The clinic on school libraries was the outstanding activity concerned with libraries during the Denver regional conference of the American Association of School Administrators. Its chairman, P. B. Jacobson, Dean, School of Education, University of Oregon, Eugene, Oregon, led the discussion which was stated in the AASA official program as being on "better trained personnel, local appropriations, state aid, bookmobiles, selection of materials, maintenance and repair, building facilities and location, use by the public, and integration of library services." Other panel



members who answered questions presented from the floor were: Robert de Kieffer, Director, Bureau of Audio-Visual Instruction, University of Colorado, Boulder, Colorado; Mary Lee Keath, Director of Library Service, Denver Public Schools, Denver, Colorado; James W. King, Superintendent of Schools, Lebanon, Oregon; and Floyd Light, Superintendent of Union High School 3, Portland, Oregon.

Since the clinic was held on Wednesday morning of the day on which the conference ended at noon, the chairman and panel members were particularly gratified that twelve administrators attended it. Their evident understanding of school problems and concern for better libraries made it a remarkably dynamic group. Outstanding questions were concerned with the sizes of basic book collections needed for new elementary and new secondary schools; good criteria for selection of librarians; the extent to which teachers without full library training can or should serve in libraries; ways of reducing building and furnishing costs; the amount of clerical time needed in the preparation of a new library; what can be done by administrators to encourage good teachers to go into library work; and how library service can be provided for several elementary schools when each one is too small to allow for a library or a librarian in it. A particularly stimulating question was one addressed to the librarian on the panel, "What would you tell a teacher about library work to encourage her to go into it?" The help in answering this question given by the administrators themselves was evidence of their vision in library work.

Since the American Association of School Librarians did not exhibit at the Denver regional conference, there was no central place for the distribution of AASL materials or for dissemination of information concerning libraries. Exhibitors were, however, most generous in making space for distributing the AASL reprint from

the *ALA Bulletin*, February, 1955, *Effective School Libraries*, and the reprint was very much in evidence among the over 3,000 administrators attending the Denver conference.

#### CLEVELAND

At the request of our Executive Secretary, Miss Mary Helen Mahar, plans were made early in January, 1955, for an AASL exhibit of materials on school library standards, planning and administration. Through the courtesy of Mr. Thomas J. McLaughlin, space for the exhibit was provided at one side of THE COMBINED BOOK EXHIBIT. Equipment consisted of one table (6 ft. x 2 ft.), one table (3 ft. x 2 ft.) and one of the book racks which had been made for the AASL Pre-Conference held in Cleveland in July, 1950. The books and pamphlets on school library standards, planning and administration were arranged on the book rack, and on the table in front of the rack, which was flanked by two large blue and white eye-catching posters, "SCHOOL LIBRARIES FOR TODAY AND TOMORROW", and "THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS WELCOMES THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS." The attractive blue and white two-page poster reprint from the February, 1955, N.E.A. Journal, had been mounted on an easel and occupied the center position on the rack. Materials for distribution were placed on the smaller table along the aisle. Publications made available from the AASL Office were: "EFFECTIVE SCHOOL LIBRARIES, A REPRINT FOR THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, FEBRUARY, 1955", "SCHOOL ACTIVITIES AND THE LIBRARY, 1955 ISSUE", and "HOUSING THE SCHOOL LIBRARY", by Raymond G. Erbes, Jr. A one-page reading list was prepared including some of the publications in the exhibit. This list

(Turn to Page 14)



# WHY THE INTER-DIVISIONAL COMMITTEE

MRS. EFFIE NORRIS LaPLANTE,

Supervisor Cataloging Section, Division of Libraries, Chicago Public Schools

A definite study of the classification needs of school and small public libraries needs to be made. School librarians in the elementary and high schools of the United States have had little voice regarding decisions made for past editions of the Dewey Decimal Classification. Since the editors of the Decimal Classification do work closely with the ALA Division of Cataloging and Classification, school librarians must have a committee connected with the Division of Cataloging and Classification for the purpose of an expression of cataloging needs. In a study of the officers and the members which make up the 28 committees of the ALA Division of Cataloging and Classification, I found that out of the total of 194 librarians only 3 are connected with elementary or high school libraries and those 3 have positions in the central offices of boards of education for large cities or counties. More than 80% of these 194 librarians are from the largest universities, the largest public libraries, college libraries and special libraries. The Division of Cataloging and Classification will always have a disproportionate number of members from large institutions for various reasons:

*First:* Only the large institutions have cataloging and classification specialists. Librarians from school and smaller libraries have to carry on a complete library program — often without even clerical help. Therefore, their interest is not limited to only the cataloging phase of library work.

*Second:* Since libraries usually have to be closed during their absences, librarians from school and small public libraries rarely are able to attend national conventions.

*Third:* Salaries in small public libraries do not usually allow money for convention expenses; school li-

brarians are seldom given convention and travel expenses; some school and small public librarians often do not even receive regular salaries while they are away. University and large public libraries most often allow convention expenses, therefore the greatest numbers of members who attend conventions are from the large institutions.

"There are 25,000 high school libraries and an estimated 71,000 elementary schools with library service."<sup>1</sup> These 96,000 school librarians have only 3 representatives in the Division of Cataloging and Classification and not one of the three is a practicing librarian. The Division of Cataloging and Classification will never secure many school librarians as members since cataloging and classification problems are only of secondary interest to them. We can expect membership in the DCC only when centralized cataloging is established in our public school systems, city and regional. In December 1954, Mr. Frank O. Sloane (Director of Research, Board of Public Instruction, Dade County, Florida) sent an inquiry to 42 school systems regarding centralized procedures for cataloging library books. Only 9 of the 28 school systems which returned the questionnaire have centralized cataloging. These nine are: Chicago, Cincinnati, Highland Park, (Michigan), Houston, Louisville, Memphis, Pittsburgh, St. Louis and Seattle. Small public libraries, likewise, have little representation in the Division of Cataloging and Classification. "44% of all public libraries in the United States have less than 6,000 volumes, and an additional 45% have between 6,000 and 25,000 volumes."<sup>2</sup>

1. Buest, Nora, Office of Education Correspondence, September 1953.

2. Leigh. The Public Library in the United States. N. Y. Columbia Univ. Press 1950. Page 54.

Since the basic purpose of the library program is identical with the educational program of the school it serves, the school librarian of today has many varied interests. Primary aspects of school library service are:

*First:* The school librarian must provide an adequate and well-selected collection of books for reference, recreational and free reading, an enormous and time-consuming task, in view of the 1200 or more books published yearly for children. The high school librarian has an even more difficult job since she must also select adult and young adult books.

*Second:* The school library must maintain a suitable collection of reference books and other library materials and have these available at all times for classroom use. These materials must include those from the ever expanding audio-visual area which includes films, film strips, recordings, pictures, pamphlets, phonograph records, slides, etc. This necessitates the librarian working on all curriculum committees for planning the educational program of the school and also involves a thorough knowledge of the areas of learning and all accessible materials to implement the program.

*Third:* Perhaps the most important service of the school librarian is her work as a guidance counselor, especially guidance in reading and in the development of reading habits and tastes. For this type of guidance the librarian must know the limitations, capabilities and interests of each student and must have a thorough knowledge of the book collection and other library materials.

*Fourth:* The school librarian must be a teacher at all times—children do not know instinctively how to use indexes, card catalogs, etc.—they must be taught how to utilize books and all other library materials.

*Fifth:* School librarians must be experts in public relations. The effectiveness of the school library program depends to a great extent upon the

librarian's ability to work cooperatively with the school faculty and school administrator. She must coordinate the school library service with that of the public library and other community services and this entails continuous contacts with these service groups on committees, etc.

These five phases are only a few of the highlights of services which are required of a librarian in the schools of today. The integration of library service into the educational program of the school is the essential function of the school library. In order to accomplish this, the librarian must be available to students and teachers at all times during the school day—on the floor with the students and *not* in an office or workroom. The *secondary* aspect of school library service pertains to the processing of all library materials (books, films, recordings, etc.) to make them readily available. Since the primary function of the school librarian is to work with people, she must rely upon centralized agencies, such as The H. W. Wilson Company for the important service of cataloging and classification.

I have made this cursory survey of school library service in order to emphasize that the main interests of school librarians will never be concerned with cataloging and classification problems except to ask for library tools which will fit simplified needs of school library cataloging and classification. According to Chicago High School figures, school librarians add 500 or more new titles to their collections each year, therefore they find no time to check each title for classification or subject adaptations. With few exceptions the mechanics of cataloging and classification must be handled by clerical persons who are not qualified to make decisions about adaptations. School librarians must depend upon classifications (with minimum adaptations) as given in the H. W. Wilson Standard Catalog Series. The Standard Catalog Series use the Dewey Decimal Classification system which

"is the intellectual property of a foundation and its copyright is secured by law."<sup>3</sup> Desired changes, such as the elimination of decimal places in the Dewey Decimal Classification cannot be accomplished since, because of the copyright law, the H. W. Wilson Company cannot deviate from the classification numbers as given in the latest editions of the unabridged and abridged Dewey Decimal Classifications.

The Forest Press and the Decimal Classification Editorial Policy Committee have made arrangements with the Library of Congress to assume editorial responsibility for the preparation of the 16th edition and the forthcoming abridged (8th) edition. During the preparation of these editions, the editors will undoubtedly work with the ALA Division of Cataloging and Classification. The Decimal unabridged (16th) edition will pertain to classifications of interest to regular DCC committees, since large university and public libraries will use these detailed classification numbers. However, the Decimal abridged (8th) edition will be of interest to only small public, children's and school libraries. These small institutions need a committee which has the express pur-

pose of studying classification and other cataloging problems of these small libraries.

The Inter-Divisional Committee on Cataloging and Classification has been established by the ALA Division of Cataloging and Classification for this purpose. Therefore, this Interdivisional Committee is made up of representatives from these small library groups. Two representatives from the American Association of School Librarians, two from the Division of Libraries for Children and Young People, and two from the Division of Cataloging and Classification. This committee will work under the direction of the Division of Cataloging and Classification organization and will have consultant service of the DCC committees as needed.

Since the officials of the Division of Cataloging and Classification have put much time and effort into the formation of this Interdivisional Committee, the representative on this committee must see that the committee functions to secure the greatest benefits possible for school librarians, children's and small public librarians.

3. Haykin, D. J. DDC 16th Edition in Terms of School and Children's Library Needs (in SCHOOL LIBRARIES, December 1954, page 5).

## SCHOOL LIBRARY TRAINING LOOKS AHEAD:

DORA SMITH, Head, Department of Library Science,  
San Jose State College, San Jose, California

The rapid development of the audio-visual program in the schools in the past quarter century has been accompanied by an increasing amount of discussion, evaluation, and research as to materials themselves, and organization of programs and facilities.

Librarians, it seems, are much disturbed at the prospect of handling newer media in the educational program. Perhaps they are inclined to think of the movement as a "fad" and are unwilling to devote precious time to it. Or possibly it stems from a feeling of inadequacy in meeting

the new problems to be solved—maintenance, storage, budget, staff, techniques.

There has been a continued emphasis placed on the education and training of the audio-visual personnel. But sad to say, knowledge of books—the school library—is rarely mentioned. It is this factor that has made library school faculties take cognizance of the need for closer cooperation and integration with audio-visual training curricula.

Since printed materials and audio-visual materials are both instruments

(Turn to Page 17)

## Clint Pace To Address AASL In Philadelphia

CLINT PACE, Director of the White House Conference on Education, has accepted the invitation of the AASL to speak at its general meeting on July 5, in the Auditorium of the University of Pennsylvania Museum, Philadelphia.

Mr. Pace of Dallas, Texas, was appointed Director of the White House Conference on Education on October 18, 1954.

The WHCE was authorized by the 83rd Congress after an appeal by President Eisenhower for a program to cope with this Nation's educational problems. The President recommended a nationwide series of State conferences on education to culminate in the White House Conference at Washington. The Conference will be held November 28-December 1, 1955, after the preliminary meetings in fifty-three states and territories.

Mr. Pace is a former regional director for the National Citizens Commission for the Public Schools. He was headquartered at Dallas with responsibilities for the State of Texas, Oklahoma, Kansas, Arkansas and Louisiana. The Commission, a non-profit organization headed by Roy E. Larsen, president of TIME, Inc., has sought to stimulate a greater public interest in the problems of local public school systems.

Prior to his association with the National Citizens Commission, Mr. Pace was a political writer and roving reporter for the Dallas Morning News. He served for a time as Capitol correspondent for the American-Statesman of Austin, Texas, and also worked for the Herald at Denison, Texas. In addition to his reportorial work, Mr. Pace has written for professional journals on the problems of education.

Mr. Pace, an Air Force veteran, served in the Mediterranean Theater of Operations during World War

Two. He attended the University of Texas in Austin.

A native of Mangum, Oklahoma, Mr. Pace is married to the former June Wright. They have three sons and live at 39 Woodmont Road, Alexandria, Va.

The White House Conference agenda calls for the discussion and analysis of six main subjects, as follows:

(1) What should our schools accomplish? (2) In what ways can we organize our school systems more efficiently and economically? (3) What are our school building needs? (4) How can we get enough good teachers—and keep them? (5) How can we finance our schools—build and operate them? (6) How can we obtain a continuing public interest in education?

Mr. Pace will discuss these problems as they relate to librarians.

## ACRL Arranges Steamer Excursion

Philadelphia's Wilson Line Excursion Steamer has been chartered for the evening of Thursday, July 7. This will sail at 9:00 p.m. in plenty of time for people to get to the Chestnut Street docks. Square dancing will be provided on the ship; the ALA Local Committee has cancelled the square dancing originally scheduled elsewhere in the expectation that all ALA members will wish to take the cruise.

The *Almanac* promises a moon just past full. While the square dancing is the principal activity aboard ship, many will prefer to promenade the decks or relax in deck chairs to watch the changing pattern of the shore lights. Refreshments will be available. All members of other divisions are cordially invited to participate in this pleasant social occasion. Tickets (\$2.00) may be procured from Mrs. Jean Green, University of Pennsylvania Library, 34th & Woodland Ave., Philadelphia 4, Pa.

## AASL PROGRAM, PHILADELPHIA, JULY 3-9, 1955

Friday-Saturday, July 1-2	Pre-Conference Children's Book Publishing, Columbia University, N. Y. C. See page 12 for details. (Address inquiries to Mrs. Alison Shipman, School of Library Service, Columbia University.)
Sunday, July 3 p.m.	Pre-Conference Audio-Visual Board, Warwick Hotel, Philadelphia (Address inquiries to Miss Olive DeBruler, Chair- man, Joilet Twp. H.S. and Jr. College, Joilet, Ill.
Sunday, July 3	AASL Board Meeting
Monday, July 4 8:30 a.m.	Convention Hall
10:00-12:00 a.m.	Assembly Breakfast
Tuesday, July 5 10:00 a.m.	Hotel Sylvania Committee Meetings
2:30 p.m.	State, City and County School Library Supervisor's Meeting
	Convention Hall General Meeting
	University of Pennsylvania Museum Auditorium

### GENERAL MEETING

Theme: An Overview of the White House Confer-  
ence on Education.

1. *Critical Areas in Education as Outlined for Con-  
sideration at the Conference.*

Speaker: Mr. Clint Pace, Executive Director of  
the White House Conference on Edu-  
cation.

2. *The Values from the White House Conference  
Anticipated by the School Administrator.*

Speaker: Mr. Jordan L. Larson, Superintendent  
of Schools, Mt. Vernon, New York, and  
past president of the American Asso-  
ciation of School Administrators.

3. *What Can School Libraries Contribute to These  
Critical Areas in Education?*

Speaker: Dr. Benjamin L. Smith, Superintend-  
ent of Greensboro, N. C., City Schools.

Wednesday, July 6  
2:00 p.m.

School library tours to City and suburban schools

Thursday, July 7  
10:00-12:00 a.m.

Discussion Meeting

West Philadelphia  
High School

Presiding: M. Bernice Wiese, Supervisor of School  
Libraries, Baltimore, Md.  
Topic: The Superior Student and the Librarian  
(There will be a keynote speaker and a panel of  
several librarians followed by small discussion  
groups)

2:30 p.m.

Business Meeting

Convention Hall

Friday, July 8  
2:30 p.m.

Board Meeting

## AASL HOSPITALITY CENTER TO WELCOME SCHOOL LIBRARIANS

RUTH ARTHUR, *Chairman*  
AASL Hospitality Committee

All you school librarians who attend the ALA Convention in Philadelphia, July 3-9, will find the Hospitality Center ready to greet you. It will provide information on places of interest in Philadelphia and tell how to get there; it will help you to get in touch with the people you want to meet and to find your way around the Convention; in short, it exists to make your visit as pleasant as possible.

The AASL Hospitality Committee will occupy a portion of the general hospitality and information center. Exhibits will also be housed there, and you will want to take time to look at the pictures, publicity material, book lists, and other items sent in from all over the United States. Mrs. Elsie D. Cheney, of the Girard College Library, Philadelphia, is in charge of assembling exhibits.

Ruth Arthur, Assistant Librarian



of the Pedagogical Library, Philadelphia, is Chairman of the Hospitality Committee. Your hostess is a person of many interests. Perhaps the most unique of her experiences was as Leader for five years of the Great Books Program at the Logan Branch of the Free Library. She went on the first of the Great Books Seminar tours sponsored by St. John's College—a seven-weeks tour through Europe to places associated with books. Library positions in several junior and senior high schools and the Free Library, and teaching English at Gratz High School, occupied her before she came to the Pedagogical Library.

### Pre-Conference on Book Productions, July 1 and 2

A pre-conference on the Production and Promotion of Children's Books will be presented on July 1 and 2 by the School of Library Service of Columbia University, in cooperation with the Children's Book Council, the Children's Library Association, and the American Association of School Librarians. Topics for discussion will deal with new developments in the production and design of children's books, new developments in the binding of children's books, and publishers' promotion services that are available to librarians. Speakers will include representatives from the fields of children's book editing, book design, book production, book promotion, and library work with children. The major purpose of the conference is to provide an opportunity for li-

brarians working with children in schools and public libraries, editors of children's books, and others concerned with the production and use of children's books to discuss questions and problems of mutual interest. The conference will be held in the Men's Faculty Club of Columbia University, 400 West 117th St. There are no admission charges or registration fees.

The Committee planning the conference includes Margaret Lesser, Editor of Junior Books, Doubleday and Company; Georgiana Maar, Librarian, Stratford Avenue School, Garden City, New York; Mary Strang, Children's Librarian, Sixty-Seventh St. Branch, New York Public Library, and Frances Henne, Visiting Associate Professor, School of Library Service, Columbia University.



## Report of Committee on Book Selection in Defense of Liberty In Schools of a Democracy

Under the chairmanship of Grace Dunkley of California, a tentative draft of the "School Library Bill of Rights" was presented at the AASL meeting in Minneapolis in 1954 for consideration by the membership represented. A few minor changes were made and the committee report was accepted in which it was recommended that AASL seek the endorsement of N. E. A. and its related associations. At a subsequent AASL Executive Board meeting, this point was clarified.

The present committee found that N. E. A., as a policy, does not endorse something it has not participated in forming. Therefore the committee sought evaluations through the presidents and executive secretaries of the following: 7 departments of N. E. A. (American Association of School Administrators, Association of Supervision and Curriculum Development, Classroom Teachers, Elementary School Principals, National Association of Secondary-school Principals, National Council of Social Studies, National Science Teachers Association) and the National Council of Teachers of English. The Specialists in Social Studies and Language Arts in the U. S. Office of Education also evaluated the statement. Also the ALA Committee on Intellectual Freedom gave the committee its evaluation and suggestions.

The general consensus of opinion was that the statement was a good one, was needed and would receive support. A number of constructive criticisms were offered for refining and clarifying the statement. After studying these carefully, the committee presented this statement at the AASL Business Meeting at Midwinter, 1955, and it was officially accepted by

## School Library Bill of Rights

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians endorses the *Library Bill of Rights* of the American Library Association and asserts that the responsibility of the school library is:

"To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

"To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

"To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

"To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

"To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

"To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library."

Esther V. Burrin, *Chairman*

Mattie Ruth Moore

Elenora C. Alexander

Jack E. Tillson

AASL. It will be presented for endorsement by ALA at Philadelphia.



(Continued from Page 4)

had been on the subject of speed of reading. I thought progress was being made when one of the editors suddenly said, "Your textbooks are very large. You need to teach rapid reading. Ours are very, very thin. Our pupils don't need to learn rapid reading."

I have been spending much of my time in meeting with these editors as a group and in individual conferences with some of the editors as they work on new editions of their textbooks. The group conferences are held once a week for a two-hour period and these are some of the questions posed to me:

1. The process of making textbooks in the United States.
2. The standards for good textbooks.
3. The vocabulary problem in the writing of textbooks.
4. Problem of illustrating textbooks.
5. Trends of selecting contents for textbooks of the national language.
6. The difference between teachers' colleges and general colleges.
7. Please show us examples of social studies textbooks used in the United States in secondary schools.

I prepare replies to these questions and then my Korean associate translates them into Korean and cuts stencils in English and Korean. Both English and Korean copies are distributed a day or two in advance of the discussion. Fortunately, I had ordered two of the most widely used sets of textbooks in each subject area of the elementary school before I came and then when I found that there would be questions in the secondary field some of these were ordered and fortunately have arrived. During the time I waited for the textbooks I used the resources of the U.S.I.S. library, the library at the Eighth Army, the library at KCAC and the library of the Central Education Research Institute (an arm of the Ministry of Education established with the encouragement of the first American Education Mission in 1953). It was gratifying to see what I managed to get together!

It is a challenge to work with a peo-

(Continued from Page 6)

headed *SCHOOL LIBRARIES FOR TODAY AND TOMORROW — A READING LIST* was mimeographed and made available for distribution. Cleveland and Cuyahoga County school librarians were scheduled at the AASL exhibit throughout the conference. Miss Mary Helen Mahar was at the exhibit on Tuesday morning.

A clinic group-panel on School Libraries was held at 9:30 o'clock on Wednesday morning, April 6. Mr. G. Arthur Stetson, Superintendent of Schools in West Chester, Pennsylvania, was the chairman. Panel members answering questions from the floor:

Ernest R. Caverly, Superintendent of Schools, Brookline, Mass.

Margaret Cleaveland, Librarian, John Adams High School, Cleveland, Ohio

Virginia Himebaugh, Teacher Librarian, Public Schools, Akron, Ohio

Helen B. Lewis, School Department, Cleveland Public Library, Cleveland, Ohio

John H. Linton, Superintendent of Penn Township Schools, Pittsburgh, Pa.

Margaret S. Skiff, Cuyahoga County Public Library, Cleveland, Ohio

L. Everett Spikes, Superintendent of Schools, Burlington, N. C.

The attendance was not large, but the school administrators present raised pertinent and interesting questions resulting in vigorous discussion which brought out various points of view. There was much interest in the current development of elementary school libraries and in the function of the school library as an active materials center.

ple so eager for books and the good life, but difficult to get across the idea of the dignity of labor and the importance of developing competences not usually associated with scholars in Korea.



## SUMMARY OF THE JOINT MEETING OF ASCD AND AASL, MARCH 6, 1955

BY MRS. DILLA W. MacBEAN

Dr. Benjamin C. Willis, General Superintendent of Chicago Public Schools in the keynote address of the ASCD-AASL meeting emphasized the important role of the library and the strategic position of the efficient librarian in curriculum development and a vitalized program of instruction. Reference was made to specific projects on the national and state levels in curricula and remedial reading programs where the library functioned as a coordinating agency.

During his discourse on the theme of the library as a coordinating agency, Dr. Willis expressed the belief that the better the teacher the greater her demand upon library materials and the services of the librarian. Only when teaching is vital, alive, and exciting can the library truly function as a coordinating center. The goals of education cannot be fully realized

without the assistance of a functional library and an alert librarian.

In closing Dr. Willis cited implications attendant upon the idea of the library as a coordinating agency:

1. New kinds of schools are needed for the training of librarians which will emphasize principles of teaching and the understanding of children.
2. The library collection should be built around units of instruction. Among the activities of the librarian should be those of visiting teachers in the classroom, initiating new and varied ways of working with teachers and providing adequate reading materials to meet individual differences in reading ability.
3. Librarians need to look anew at the problems of individual schools

and to be alert to trends in school library methods.

Dr. Willis' address was followed by a spirited panel discussion of the topic by administrative personnel in the fields of education and librarianship. Mary Helen Mahar, Executive Secretary, served as chairman of the panel.

(Dr. Lindahl)

One of our greatest needs today is for books to inspire children to love books. Emphasis was placed on classroom use of libraries and their potential for providing leisure time reading (in school) especially for the gifted child.

(Miss Hiatt)

Emphasis was placed by another on the importance of growth through reading as well as growth in reading, and the place of storytelling and the sharing of books read in a dynamic reading program. Further, a basic reading program should provide fundamental understanding of language, build attitudes that make for good reading, meet personal and social needs, develop an appreciation for the literary heritage, and mold tastes, and provide leads to wide personal reading.

(Dr. Springer)

A detailed report was given on the use of an education library to provide enrichment materials to elementary schools in Indianapolis, Indiana, through a system of moving blocks of books from school to school on demand. This service was augmented by some very excellent bibliographies of the collection which were available to teaching personnel.

(Miss Larrick)

Reaching teachers is an important part of the work of a librarian. One discussant related in an amusing fashion her use of a coffee pot and an informal coffee hour in the library as a lure for teacher while serving as librarian.

(Miss Cooper)

A unique way of looking at the curriculum as a change in people was

presented. From this viewpoint the curriculum is closely tied with human relations; that is to say, that the curriculum is considered to be that which goes on in a building which affects the lives of children.

(Miss Ersted)

Our attention was also directed to several interesting examples from professional literature of techniques employed by teachers to vitalize reading as related to classwork. These techniques included creative writing, use of dramatics and art work, and projects in study skills and individualized reading.

The panelists presented to those in attendance a broad look at books and reading from the standpoint of the specialist whose primary concern, as is the case with librarians, is not necessarily the provision of a dynamic, functional, centralized library.

Following the afternoon program which was attended by over two hundred administrators, educators and school librarians, a banquet was held in the South Ballroom. This was a social gathering where a hundred guests visited and discussed the preceding program. Most of the panel members sitting at the head table were introduced by Mrs. Dilla W. MacBean, chairman of the dinner. She also introduced the nine members of the committee who had so expertly taken care of the details of the American Association of School Librarians' participation at the ASCD conference.

A spacious booth was maintained in the exhibit hall during the five days of the conference and was manned by two librarians at all times. These were scheduled from the Chicago Public Schools. A great deal of interest was expressed by the many visitors and the free material including the ALA Bulletin for February, 1955, the reprint on school library quarters from Nation's Schools, and several other bulletins or circulars were exhausted before the close of the conference. The visitors were attracted by the

striking posters, the albums of pictures of school libraries, and particularly the model of an elementary school library made by the pupils of the Clissold School.

The enthusiastic response by the ASCD members and all visitors made the effort and time spent on the programs and exhibit more than worth while.

---

(Continued from Page 9)

of communication and serve as instructional devices, their use should be correlated in a single program. Audio-visual directors question the ability of the library to undertake such a function, and materials-conscious librarians criticize the apparent disregard of the school library by the director. What kind of organization then shall we train for?

"The purpose of any such organization of personnel and services is to bring to the teacher and his pupils the materials and resources which they need to develop the very best possible educational program for themselves. There are working examples of this goal being met where library materials and non-book, audio-visual materials are housed separately and have individual program directors working cooperatively. There are also working examples of this goal being met in schools where the book and audio-visual materials and equipment are combined in one instructional materials center." (*N.E.A. Dept. of Audio-Visual Instruction. Planning Schools for Use of Audio-Visual Materials No. 3: An Instructional Materials Center*).

An effective organization should satisfy all the various needs for audio-visual materials by the school program, the teachers, the students, the library staff. Regardless of the administrative pattern, the school librarian will need to be aware of what goes on in the audio-visual field. More than that, with his specialized techniques in classification and cataloging he should be in a position to advise, assist, or contribute his skills toward the

end that an integrated "resource center" be created wherever that center be located.

Dr. Swank, Librarian of Stanford University, has so aptly phrased the problem in the closing paragraph of his article, *Sight and Sound in the World of Books*, appearing in the December, 1953, issue of *Educational Screen*: "We give people not wax, not phonographs, but the spoken word—the poem, the story, the drama told aloud. We give them not film, not projectors and beaded screens, but the vision of life recreated for their pleasure and understanding. These are the things that books are made of too, and therein lies unity. When sight and sound are fully accepted in the world of books, and when unity of content is fully recognized, we will have better libraries, better readers, and better people."

Somehow, then, the question of training personnel seems to resolve itself in two ways: shall the librarian be trained to select, administer, and direct a curriculum materials center with technically trained assistants, or shall a curriculum materials specialist be assisted by the school librarian trained only in the organization and use of books?

It is with this "unity" in mind that steps were taken at San Jose State College to try to find a way of correlating a knowledge of books and libraries with a knowledge of curriculum materials administration. Under this program students in the Department of Librarianship will continue to receive, as in the past, instruction dealing specifically with school librarianship. In addition, students may take courses in curriculum building materials, care and handling of special materials, and selection and evaluation of audio-visual materials. This training, on the undergraduate level, leads to the Credential in Librarianship. In the fifth or graduate year the student working toward the M.A. degree in School Librarianship who desires to qualify as a Curriculum

Materials Specialist will select certain specified courses in the Education Department which among other things deal with equipment, organization, and management of audio-visual centers. Similarly, the student working an *M.A. in education* and preparing to become a Curriculum Materials Specialist will be required to take *basic* courses in school library work such as Technical Processes, Elementary Reference, Book Selection for Schools, and School Library Administration. It seems logical to suppose that more expertly trained personnel will result by such integration of li-

brary and audio-visual skills.

The school library can well become the place in which any media for this learning process may be found. True, this may mean a revision of the old concept of the librarian's duties as well as an added awareness on the part of the administrators that *adequate* clerical help is a necessity. The school librarians of the future must look beyond the confines of the *printed* page if their libraries are to keep pace with the accelerated learning process of the new age in which we are living.

---

### Queens College Library Education Program

A five year Library Education Program designed to prepare teachers of library for the New York City public schools and school librarians for surrounding communities and other parts of New York State will be introduced at Queens College in September 1955. The new program is organized within the framework of the Teacher Education Division and conducted jointly by the Library and Education Departments. The program was authorized by the New York City Board of Higher Education to meet the existing need for adequately trained personnel in the school library field.

The Queens College Library Education Program is based on the philosophy that a special kind of training is needed to equip the school librarian to serve in the dual capacity of librarian and teacher and to perform the unique educational function demanded by his role in the school program. He must be a materials specialist and a specialist in working with children and young people.

The curriculum is planned to give the student (1) a thorough grounding in the basic principles and practices of school library organization, administration, and service (2) an understanding of the growth and development of children and adolescents (3) a knowledge of the curriculum and

curriculum practices in both the elementary and secondary schools and (4) acquaintance with a wide range of learning materials of all types and the ability to evaluate, select and use these materials effectively.

For additional information concerning the opportunities in school library service, qualifications for this career, or the Queens College Library Education Program, contact Professor Rachael W. DeAngelo, Paul Klapper Library, Queens College, Flushing 67, New York. A brochure describing the program will be mailed upon request.

---

### Assembly Breakfast

The AASL State Assembly Breakfast will be held on Monday, July 4, 1955, at 8:00 a.m. in the Ballroom, Hotel Sylvania, Juniper and Locust Streets, Philadelphia. Plan to attend this gala affair. Regional representatives of the State Assembly will give short reports. Cost per person \$2.50, including gratuities. Reservations accompanied by checks must be sent *no later than June 30*, to Miss Elma S. Peck, 350 Vassar Ave., Swarthmore, Pennsylvania. Make checks payable to Elma S. Peck. Pick up tickets at Ballroom door on morning of the breakfast. *No tickets will be sold at the conference.*

## Summer Conferences

ANN ARBOR, Michigan. The third annual School Library Workshop of the University of Michigan, Department of Library Science, will be held August 1-12 at the University High School Library on the University campus. Non-book materials and techniques in elementary and high-school libraries, a topic suggested by the 1953 workshop group, will receive emphasis this year.

Mrs. Edna Ballard Mack, formerly Director of School Libraries, Lansing, Michigan, and Miss Ruby Jane Brown, Librarian, Frost Intermediate School, Jackson, Michigan, will direct the workshop.

The two-week program will carry two hours graduate credit in Library Science and may be elected by both teachers and librarians who have had some experience and training and who expect to have responsibility for school library service and use.

If the workshop is not included in a student's regular summer program, the tuition fee is \$25 for Michigan residents and \$30 for non-residents. Since enrollment is limited, prospective participants should write well in advance to the Department of Library Science, University of Michigan, Ann Arbor, Michigan.

\* \* \*

SYRACUSE, New York. "TV and Books, Children and Youth": do they go together? How can they be co-ordinated? How are you doing it? How does one aid the other?

Hear Mrs. Frances Lander Spain present her ideas about this at Syracuse University, July 21, 1955, at 1:30, on Educator's Day. Mrs. Spain is Superintendent of Work with Young People at New York Public Library and has a rich background to bring to this discussion. Again, this program is sponsored by the School Library Section of N. Y. L. A.

Other features of the day: annual "Street Lecture" at 9:30, by Dr. Mildred Landis, Prof. of Art and Education at S. U.: combined book ex-

hibit of some 15 publishers in the Rotunda of the University Library: "Open House Tea" at 3:30, by the School of Library Science.

NASHVILLE, Tennessee. Peabody College and WSM radio and television in Nashville, Tennessee have announced plans for their second annual summer workshop scheduled to run from July 18 to July 29. The workshop is designed to instruct teachers in the use of television and radio for educational purposes. Miss Marjorie Cooney, WSM and WSM-TV Director of Special Programming, and Dr. Felix Robb, Peabody Dean of Instruction, will direct the two-week session.

The course will be a concentrated one, with lectures, symposiums, demonstrations and actual production by the students. Besides the use of televising and broadcasting as educational devices, the course will explore the fields of program planning, public relations, psychology of children's programs and the use of music, art, and literature in production as well.

Besides Peabody and WSM and WSM-TV personnel, the course will offer lectures by nationally known experts in educational television and radio.

Classes will be conducted in air-conditioned rooms, and registration is now open. Write—Dr. Felix Robb, Dean of Instruction, Peabody College, Nashville, Tennessee, for further details.

\* \* \*

MIDDLEBURY, Conn. Westover School, Middlebury, Connecticut, and the Department of Library Service of the New Haven State Teachers College are happy to announce that they will hold workshop for school librarians at Westover School from July 11 to July 29, 1955. Three or four semester hours credit in library science will be granted by the New Haven State Teachers College upon satisfactory completion of the course.



This will be an experiment in teaching school library methods, utilizing an outstanding independent school library of more than 14,000 volumes as the workshop for the students. Dormitory accommodations for men and women will be available on the campus.

In the summer of 1955 special attention will be given to "Cataloguing and Classification" and "Basic Administrative Techniques." Other areas of library work will be explored in informal discussion periods.

The workshop will be directed by Alice B. Thompson, Chairman of the Department of Library Service at New Haven State Teachers College, and Esther Millett, Librarian of Westover School. Enrollment will be limited to thirty students. Inquiries should be addressed to Miss Millett, Westover School, Middlebury, Connecticut.

Tuition will be \$40, and board and room will be \$75, payable in advance.

---

## NEWS NOTES AND ANNOUNCEMENTS

A thorough and greatly extended revision of the previous editions of the *READING LADDERS* is now available. The new volume is an annotated list of 650 books for children and young people, arranged around eight human relation themes in order of maturity and difficulty. This revision was prepared by Margaret Heaton, San Francisco Public Schools, and Helen B. Lewis, Supervisor, School Department, Cleveland Public Library, with the assistance of Cleveland public and school librarians. Order from American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D. C. Price: \$1.75.

---

The National Citizens Commission for the Public Schools is publishing a new newspaper entitled *BETTER*

*SCHOOLS*, a clearinghouse for 1955's education conferences. This newspaper will include information on community and state meetings of the White House Conference. School libraries are urged to have their names placed on the mailing list for this newspaper. It is sent free of charge. Send your name and address to Mr. Cecil Hartung, Assistant Director, National Citizens Commission for the Public Schools, 2 West 45th Street, New York, New York.

---

The Publishers Liaison Committee this year would like to make itself a clearing house for questions from librarians that relate to book production problems. These problems can concern either the physical make-up of books or their content. As many as possible of the questions will be answered at once. Those that cannot be handled this way may suggest projects on which future committees can work. The questions should be sent to the committee in care of the Children's Book Council, 50 West 53rd Street, New York 19, New York.

---

*THE HIGH SCHOOL LIBRARIANS CHOOSE THE BEST BOOKS OF '54 FOR THEIR READERS*, an annual publication of the School Library Department in co-operation with the Young People's Department of the Enoch Pratt Free Library, is available for purchase at ten cents per copy from the School Library Department, Department of Education, 3 East 25th Street, Baltimore 18, Maryland.

---

The author's manuscript and printer's proof of Elizabeth Yates' *AMOS FORTUNE: FREE MAN*, has recently been acquired by the William Allen White Library, at Emporia State Teachers College, Emporia, Kansas. Along with the manuscript and proof, Miss Yates sent a signature of Amos Fortune.



s  
s-  
n  
e  
i-  
s  
s  
t.  
r.  
i-  
e  
t,  
  
e  
a  
-  
-  
n  
o  
s  
-  
e  
s  
.  
e  
s  
s  
.  
s  
n  
-  
n  
t  
s  
s  
-  
t  
s  
.  
s  
n  
-  
n  
a  
t  
e  
s